

ARC Core Literature Genre Lab

Goal: By the end of this Unit, students will have moved IRLA levels and will demonstrate beginning expertise in analyzing and producing literature by publishing a series of opinion pieces and a series of narrative pieces.

	Week	Reading	Writing
Describe Story Elements (R.3)	1	Introduce Genre Describing Story Elements: Characters (RL.3/9) Constructed Response #1 Pre-Assessment on Key Question: <i>Write a story that includes characters, a setting, a problem, and a solution.</i>	Creating Story Elements Describe and create characters, settings, and plots in the genre. Take one piece to from drafting to publication each week.
	2	Describing Story Elements: Plot Events (RL.3/9)	
	3	Describing Story Elements: Setting (RL.3/9)	
Retell Stories (R.2)	4	Retelling a Story (RL.2/3)	Retelling a Story Take one story (retelling) from drafting to publication each week.
	5	Central Message/Lesson (R.2) • Cultural Basis of Texts in the Genre (R.5/9)	
	6	Using Story Elements to Determine a Central Message/Lesson (R.2/3) • Cultural Basis of Texts in the Genre (R.5/9)	
Compare & Contrast Stories (R.9)	7	Comparing & Contrasting Characters (R.2/3/9)	Genre Short Story Collection (W.3)
	8	Comparing & Contrasting Plot Events (R.2/3/9)	
	9	Comparing & Contrasting Settings (R.2/3/9) Post-Assessment on Key Question	

*Weeks are approximate. Teachers should feel welcome to expand or condense as needed.

Pacing Guide: Grade 1*

Whole-Group Foundational Skills Focus			IRLA Expert Coaching
Phonological/ Phonemic Awareness	Phonics: Multisyllabic Decoding – Two-Syllable Words	Word Study	
Syllable Deletion in Compound Words (E1†)	Compound Words	Read and Spell Regularly Spelled Two-Syllable Words	Rate of Conferencing: 14 Days or Less All students receive strategic reading instruction (either one-on-one or in small groups) at least every 2 weeks. Readers working at Emergency/At-Risk levels receive more frequent coaching.
Phoneme Deletion in Two-Syllable Words (F1)	Inflectional Endings (-ing, -y)		
Phoneme Substitution in Two-Syllable Words (G1)	Inflectional Endings (-ed)		
Phoneme Deletion in Two-Syllable Words (I2)	Inflectional Endings (-er)		Rate of Reading Growth Every student is on track to make 2+ months of growth. Readers working at At-Risk or Emergency levels: To be on target, these readers need to reach 2B by the end of this Unit.
Phoneme Manipulation in Two-Syllable Words (J)	Inflectional Endings (-er, -est)		
Phoneme Substitution in Two-Syllable Words (L1/L2)	Inflectional Endings (-s, -es)		
Phoneme Manipulation in Multisyllabic Words	Review inflectional endings and spelling patterns as needed, based on observation of student work.		